



Dakota STEP

Directions for Administering

2008



Grades 3-8 and 11



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999-8688-59-0

TEST ADMINISTRATOR CHECKLIST OF ACTIVITIES

Before test administration

- Attend a training session provided by your Test Coordinator.
- Review this manual and any specific instructions provided by your Test Coordinator.
- Follow your school's testing schedule.
- Inform students of scheduled testing dates and times.
- Arrange for appropriate physical conditions for testing.
- Arrange for the provision of testing accommodations (if applicable).
- Assemble the materials needed for testing.
- Ensure that you have received all necessary test materials from your Test Coordinator.
- Ensure that Pre-ID labels are applied and/or that student information is completed accurately prior to the first test administration.
- Calculator use is permitted at all grade levels (including grade 3). Refer to the *Guidelines for Calculator Use* section for specific information regarding the types of calculators that can be used with modifications and those that are prohibited for use on the tests.

During test administration

- Follow all directions as stated in these *Directions for Administering*.
- Maintain test security before, during, and after each testing session.

After test administration

- Inspect and organize students' test materials.
- Complete student classification, accommodation(s), and test completion status if applicable.
- Return ALL test materials to your Test Coordinator.

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IMPORTANT CHANGES FOR THE 2008 ADMINISTRATION

Significant changes have been made that affect both the test materials and test administration of the spring 2008 administration of the *South Dakota State Test of Educational Progress (Dakota STEP)*. Please review these *Directions for Administering* carefully to ensure that you are familiar with these changes prior to the first day of testing. If you have any questions or concerns about the test administration, please contact your District or School Test Coordinator.

Directions for Administering

- **There is one manual to be used for administering all grade levels of the test.** These *Directions for Administering* have been modified to include all grade levels tested (grades 3–8 and 11) in one manual. Pay particular attention to all grade and content-specific notations when administering each of the testing sessions.

Student Test Materials

- **There are 8 unique test forms for each grade level of the test.** Students must use the same test booklet for all testing sessions in order for the items to be scored correctly. All students should write their name in the space provided on the test booklet cover, and students in grades 4–8 and 11 must grid the appropriate form number of the test booklet they use throughout the test administration on the demographic page of their answer document. Students in grade 3 will continue to mark their answer selections in their machine-scorable test booklets. Students in grades 4–8 and 11 continue to mark their answer selections in their machine-scorable answer documents.
- **Testing session breaks are clearly identified.** The Reading, Mathematics, and Science tests are each divided into separate testing sessions within the students' test booklets, answer documents, and these *Directions for Administering*.
- **The Stanford 10 NRT is no longer part of the *Dakota STEP*.** All Reading, Mathematics, and Science items that appear on the spring 2008 test have been aligned with the South Dakota Academic Content Standards and will contribute to student scores for NCLB.
- **The test is no longer produced in color.**

Test Administration

- **The South Dakota Department of Education (SDDOE) strongly recommends that each content area or subtest** (Reading, Mathematics, and Science) **be administered on separate days.** Students are to be given a minimum of a 10–15 minute stretch break between each subtest session. These *Directions for Administering* and all student test materials are organized accordingly.

PREPARATION FOR TESTING

Student Participation

The *Dakota STEP* is the assessment system for accountability used to measure student proficiency and adequate yearly progress in South Dakota schools. The SDDOE requires the annual administration of the *Dakota STEP* to **ALL** students in grades 3 through 8 and 11. According to the *No Child Left Behind Act of 2001* (NCLB) and SDCL 13-3-55, schools are required to show improvement each year in student proficiency levels defined by the South Dakota Content Standards in Reading and Mathematics for grades 3–8 and 11, and in Science for grades 5, 8, and 11.

Test Security

It is important to follow all security measures before, during, and after the test administration to ensure the integrity and validity of the assessment. Anyone administering or handling the *Dakota STEP* test materials will be required to review and sign the *Test Security Affidavit* provided by your Test Coordinator. When you sign this document, you are agreeing to exercise necessary precautions and to follow established procedures that will help ensure the security of the content of all test materials.

All test materials are to be kept secure and confidential. This is your responsibility. When test materials are not in use, make certain that they are stored in a secure place such as a locked cabinet. Never leave test booklets in an unattended room unless they are securely locked away. The contents of the tests are not to be shared with students before or after testing. The contents of the tests are not to be reviewed or examined by any school personnel before, during, or after testing.

Cell phones, iPods®, pagers, and other communication devices that can be used to transmit information and capture images must be turned off and kept out of view and reach during the test administration. Use of these devices during testing will result in an irregularity and possible invalidation of test scores.

Students' backpacks and purses should be placed at a distance from students' seats so they may not retrieve items without leaving their seats.

No school personnel should attempt to score or grade any student responses before returning test materials to Harcourt for processing. It is unlawful and unethical to keep, photocopy, or otherwise reproduce any of the tests. After testing is completed, all secure test materials—used and unused—must be accounted for and returned to your Test Coordinator.

Questions or concerns regarding test security should be discussed with your District or School Test Coordinator. Any potential breach of test security should be reported immediately.

PREPARATION FOR TESTING

Scheduling

The *Dakota STEP* is to be administered between the dates of March 31–April 18, 2008, including any makeup testing. Consult your Test Coordinator for the test administration schedule for your school.

The SDDOE strongly recommends that each content area or subtest (Reading, Mathematics, and Science) be administered on separate days. This schedule allows schools to administer a test session to all students in a grade at one time or to administer a test session to students during regularly scheduled class periods.

- Test sessions (sessions 1, 2, 3) must be given in sequence.
- Any test session started on a given day must be completed by the end of that day. Under no circumstances may a student come back to complete a test session that he or she started on a previous day.
- Students are to be given a minimum of a 10–15 minute stretch break between each testing session. These *Directions for Administering* and all student test materials are organized accordingly.

Approximate testing times are provided for planning purposes only. Take into consideration that the *Dakota STEP* consists of a series of untimed subtests. Students should be provided with as much time as they need to complete each test session.

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Reading	2.25 hours	2.25 hours	2.25 hours	2.25 hours	2.25 hours	2.25 hours	2.0 hours
First Session	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes	60 minutes
Second Session	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes	60 minutes
Third Session	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes	N/A
Mathematics	2.25 hours	2.25 hours	2.25 hours	2.25 hours	2.25 hours	2.25 hours	2.25 hours
First Session	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Second Session	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Third Session	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes	45 minutes
Science	N/A	N/A	2.25 hours	N/A	N/A	2.25 hours	2.25 hours
First Session	N/A	N/A	45 minutes	N/A	N/A	45 minutes	45 minutes
Second Session	N/A	N/A	45 minutes	N/A	N/A	45 minutes	45 minutes
Third Session	N/A	N/A	45 minutes	N/A	N/A	45 minutes	45 minutes
Total	4.5 hours	4.5 hours	6.75 hours	4.5 hours	4.5 hours	6.75 hours	6.5 hours

PREPARATION FOR TESTING

Inform Students of Testing

Inform students in advance of scheduled testing dates and times. Remind students to bring sharpened No. 2 pencils to the testing sessions as well as something to read if they finish early. Since some students will complete the test sessions early, test administrators, at their discretion, may suggest that students bring a book to read when they finish a test session.

Testing Environment

Arrange for rooms and seating well in advance of test administration. Generally, regular classrooms with groups no larger than usual provide the best testing environment. Adequate lighting, ventilation, freedom from noise and interruptions, comfortable seats and smooth, hard writing surfaces are important factors to consider when selecting a test site. The writing surfaces should be large enough to accommodate a test booklet and an answer document, and students should be seated in such a way that they will not be tempted to look at the answers of others. To avoid confusion, seating arrangements should be completed prior to test administration. If more than 25 students test in the same location, it is recommended that there be more than one proctor available during the test session.

To avoid interruptions during the testing sessions, make sure that students have had an opportunity to visit the restroom and to get a drink of water before beginning each test session. Post a “Testing—Do Not Disturb” sign on the door.

Test Materials

Tests for each grade are contained in a single test booklet. The grades 3, 4, 6, and 7 test booklets contain Reading and Mathematics subtests. The grades 5, 8, and 11 test booklets contain Reading, Mathematics, and Science subtests. Students in grade 3 mark their answers in their test booklets. Students in grades 4–8 and 11 mark their answers for all subtests on a separate answer document.

Immediately prior to the first testing session, all students should write their names on the front cover of their test booklets and answer documents to ensure that they receive the same test materials for all test sessions. Students must use the same test booklet and answer document for each test session.

You should receive the following materials in sufficient quantity from your Test Coordinator:

- Test booklets (enough for each student to be tested, plus one for demonstration purposes)
- Answer documents for grades 4–8 and 11
- *Directions for Administering*—for grades 3–8 and 11 (this booklet)
- A supply of paper rulers with inch and centimeter markings for the Mathematics subtest

If you need additional materials, inform your Test Coordinator immediately.

PREPARATION FOR TESTING

Have a supply of No. 2 pencils with erasers available during the tests. Students must use only No. 2 pencils to mark their answers to the multiple-choice questions. Pens must not be used on any part of the test.

- Mathematics reference sheets (for students in grades 7, 8, and 11) are included within each testing session of the Mathematics subtest.
- Science formula sheets (for students in grades 8 and 11) are included within each testing session of the Science subtest.
- The Periodic Table of Elements (for students in grades 8 and 11) is included on the inside back cover of the student test booklets.

Guidelines for Calculator Use

Students in all grades will be allowed to use permissible calculators.

All students should have access to school-owned or student-owned calculators for use on the Mathematics and Science subtests. All students should be familiar with the calculator they are to use prior to testing.

Students may use any four-function, scientific, or graphing calculator, unless it has features described in the following *Prohibited* list. For models on the *Permitted with Modification* list, you will be required to modify some of the features of the calculators before they are used.

PROHIBITED Calculators

The following types of calculators are **prohibited**:

- pocket organizers
- handheld or laptop computers
- electronic writing pads or pen-input devices—*The Sharp EL9600 is permitted for use because it is not considered a pen-input device.*
- calculators built into cellular phones or other wireless communication devices
- calculators with a typewriter keypad (keys in QWERTY format)—*Calculators with letter keys not in QWERTY format are permitted.*
- calculators with built-in Computer Algebra Systems—**Prohibited** calculators in this category include **all** calculators in **all** of the following series:
 - Casio CFX-9970G and Algebrax2.0 have built-in Computer Algebra Systems.
 - Texas Instruments TI-89 and TI-92 (including TI-92 Plus). All calculators in the Texas Instruments TI-92 series are prohibited because they have QWERTY (typewriter) keyboards and built-in Computer Algebra Systems.
 - Hewlett-Packard HP-40G and HP-49G. Calculators in the Hewlett-Packard HP-38G series and HP-48G series may be used only if the infrared communications port is covered with heavy, opaque material such as duct tape or electrician's tape.

Calculators PERMITTED WITH MODIFICATION

The following types of calculators are **permitted only if modified as noted**:

- calculators with paper tape—*Remove the tape.*
- calculators that make noise—*Turn off the sound feature.*
- calculators that can communicate wirelessly with other calculators—*Completely cover the infrared data port with heavy, opaque material such as duct tape or electrician's tape.*
- calculators that have power cords—*Remove all power/electrical cords.*

PREPARATION FOR TESTING

Test Accommodations

Accommodations are practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities and students who are limited English proficient. Accommodations should be in place at least 5 weeks prior to test administration.

Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce learning expectations and should not give a false picture of what the students know and can do. The accommodations provided to a student must be the same for classroom instruction and assessments, though not all classroom accommodations are appropriate on a standardized assessment.

Appropriate accommodations vary according to the disability addressed by the IEP or Section 504 Plan. Three criteria are essential when considering an accommodation on the *Dakota STEP*:

- The accommodation provides the student the same opportunities in the testing situation as those students who require no accommodation. Hence, the accommodation allows the test scores to fairly and accurately reflect the student's achievement in the subject tested.
- The purpose of the test is not compromised by the accommodation. For example, the Reading passages cannot be read to a student because that negates the purpose of the test. However, the Mathematics test can be read to a student whose IEP specifies a reading disability. The primary purpose of the Mathematics test is to measure mathematics knowledge and skills, not reading.
- Test security is not compromised by the accommodation. All conditions pertaining to test security and the return of test materials after the test is administered still apply.

The following are examples of inappropriate accommodations that are not allowed because they undermine or negate the purpose of the *Dakota STEP*:

- Reading any of the Reading passages.
- Out-of-level testing—testing a grade 5 student with a grade 3 test.
- Teacher or proctor highlighting (or indicating in any way) key parts of passages or test questions for a student prior to or during the test administration.
- Teacher or proctor crossing out or eliminating one or more incorrect alternatives from multiple-choice questions.

Please refer to the Accommodations for Special Populations chart on page 10, which lists the allowable accommodations for the *Dakota STEP*. The accommodations are numbered 1 through 20 and correspond to Box 6—SUBJECTS FOR ACCOMMODATIONS on the demographic information page of students' answer documents (back cover of the grade 3 student test booklet). Following the test administration, Test Administrators are to grid the corresponding circle for each accommodation provided for each content area.

PREPARATION FOR TESTING

In rare instances, there may be accommodations provided that are not part of a student's IEP or 504 Plan that are utilized due to the nature of the test or testing situation, such as if a student was sick on the day of testing so was later tested individually. These accommodations should not be coded on the demographic page. Only accommodations documented on the IEP or 504 Plan that are provided should be coded. If there are any questions regarding the coding of accommodations, please contact your Test Coordinator.

Reading		Mathematics		Science		Accommodation Codes	Accommodations for Special Populations
IEP/504	LEP	IEP/504	LEP	IEP/504	LEP		Presentation Accommodations
✓		✓		✓		1	Large-print test booklets and/or answer documents
✓		✓		✓		2	Visual aids (magnifiers, templates)
✓		✓		✓		3	Sign language (ASL, cued speech)
		✓				4	Abacus for visually impaired VI students
✓		✓		✓		5	Braille test booklets
✓	✓	✓	✓	✓	✓	6	Test Items read aloud (does NOT include <i>Reading</i> passages)
✓	✓	✓	✓	✓	✓	7	Repeating and/or simplifying directions
✓		✓		✓		8	Amplification equipment (hearing aid, auditory trainer)
						9	N/A - DO NOT GRID ON THE DEMOGRAPHIC INFORMATION PAGE
		✓		✓		10	Talking calculators, provided the student is tested individually or with the use of headphones
							Response Accommodations
✓		✓		✓		11	Responses marked directly in test booklet or on large-print answer document, also includes oral, sign language, Braille, and recorded responses to test items (answers must be transcribed to a scorable answer document by scribe)
✓		✓		✓		12	Large-diameter pencil, pencil grip, special pencil or pen
	✓		✓		✓	13	Use of dictionaries, word lists, glossaries
✓	✓	✓	✓	✓	✓	14	Visual organizers (i.e. templates, masks, markers, graph paper, rulers)
							Setting, Timing, and Scheduling Accommodations
✓	✓	✓	✓	✓	✓	15	Environmental modifications (i.e. special lighting, adaptive or special furniture, location with minimal distractions, noise buffers, carrels, special seating)
✓	✓	✓	✓	✓	✓	16	Small-group administration
✓	✓	✓	✓	✓	✓	17	Individual administration
✓		✓		✓		18	Home/Hospital Setting
✓	✓	✓	✓	✓	✓	19	Flexible schedules (i.e. time of day, multiple breaks, etc.)
						20	Other (with prior approval from SD DOE)

PREPARATION FOR TESTING

Accommodations must be determined locally on an individual student basis. The student's IEP team makes the decision about any needed test accommodations. If you have questions about appropriate test accommodations or administering tests under special conditions, consult your Test Coordinator or local Special Education Director.

Read-Aloud Test Administration

It is imperative that test administrators and students participating in a read-aloud test administration utilize test booklets with the same form number. If you are conducting a read-aloud administration, please consult with your Test Coordinator to ensure that you are provided with the correct testing materials. (Grid "6" in Box 6, "SUBJECTS FOR ACCOMMODATIONS.")

Test administrators/readers should take some time to familiarize themselves with the test booklet immediately prior to the first test session. However, all remaining requirements concerning test security still apply. Test instructions should be read to students before each test, just as they are for the standard administration.

- Individual Testing—Optimal testing conditions would be a read-aloud administration in a separate room (one student and one test administrator as reader) to avoid disturbing other students. Extended time will be necessary but will vary by student.
- Small-Group Testing—Students may also be tested in small groups. Extended time will be necessary but will vary by group. For small-group administration, the test administrator/reader must ensure that all students being read to are using the same form number of the test. It is imperative that the test administrator/reader make clear to the group that any student should feel free to request that any portion of the test be reread as often as necessary. To that end, students tested in a small group should know the other students in the group and be comfortable with them. If the test administrator/reader anticipates that a particular student may request re-readings much more frequently and/or extensively than other students in the group, then that student should probably be tested individually. Small groups with widely varying listening/reading/comprehension skills should be avoided.

Large-Print and Braille Test Administration

Large-print versions of the *Dakota STEP* are available for visually impaired students whose IEPs call for such test materials. In most situations, a student's sight/vision disability precludes his/her ability to use a regular-print test booklet. Special attention should also be given to lighting considerations for low-vision students. The Test Administrator and the student should determine the best method for the student to record his/her responses to the test questions. Students may mark directly on the test booklets or, if tested individually, respond orally to the Test Administrator. In either case, **the Test Administrator must transfer or record all student responses to the scorable answer document (or grade 3 scorable test booklet)** using a sharpened, soft-lead (No. 2) pencil.

Large-print and Braille versions of the *Dakota STEP* are produced from FORM 1 for each grade level. Test administrators must ensure that they utilize the regular-print FORM 1 versions of the test during the administration and that they record or transfer students' responses to scorable documents marked as FORM 1.

PREPARATION FOR TESTING

Please check with your Test Coordinator for special instructions and test materials if administering a Braille test form. Special care must be taken when transferring students' responses to scorable documents to ensure that items that are omitted from the Braille version of the test are omitted (not gridded) on the students' answer documents as well to ensure accurate scoring. (Grid "1" and "11" for large-print, or "5" and "11" for Braille, in Box 6, "SUBJECTS FOR ACCOMMODATIONS.")

If applicable, please review the *Guidelines for Readers, Sign-Language Interpreters, and/or Scribes* available from your Test Coordinator prior to administering the test. These guidelines are available in the *Test Coordinator's Handbook*.

Frequently Asked Questions: Assessment Accommodations

- Q: Can a student use DragonDictate® on the *Dakota STEP* if it is an accommodation he/she usually uses?
- A: Various states use communication boards. DragonDictate may be utilized for items such as writing or multiple-choice questions. DragonDictate should not be used as a text-to-speech tool for the Reading subtest because it would change the "construct" being measured, which would invalidate the results of this subtest.
- Q: Can a student use Dragon NaturallySpeaking on the *Dakota STEP* if it is an accommodation he/she uses daily?
- A: Dragon NaturallySpeaking can be utilized the same as DragonDictate. Kurzweil Education Systems, Inc., software can be utilized provided it is not utilized to read the passages in the Reading subtest, which would invalidate the results of this subtest. It should not be utilized for any items omitted for Braille.
- Q: Can a student use a multiplication chart on the *Dakota STEP*?
- A: As long as use of a multiplication chart is listed on the student's IEP, an individual chart, kept at the student's desk, may be used.
- Q: If a student reads the passages in the Reading subtest, can the Test Administrator read the questions to the student?
- A: Letting a student read the passages and then having the Test Administrator read the questions to the student is permissible if it is listed in the student's IEP and it is similar to what has previously been done in the classroom.

DIRECTIONS FOR ADMINISTERING

Important Changes in the Directions for Administering

These *Directions for Administering* are no longer grade specific. There are notes throughout these directions regarding variations in test materials from grade to grade. Please review and highlight the specific directions relevant to the grade-level test you are administering prior to the actual administration.

Sample Items

You will need to read the directions and sample item(s) aloud to students from the grade-specific test you are administering. It is important that all students understand the mechanics of test taking. Sample items are provided to familiarize students with the process of selecting an answer and filling in the corresponding bubble on their answer document. (Grade 3 students will fill in the corresponding bubble in their scorable test booklet).

Additional directions that you are to read aloud to students are printed in **boldface text**. Read them exactly as they are written, using a natural tone and manner. If you make a mistake when reading the directions, stop and say, “No. That is wrong. Listen again.” Then read the directions again. If necessary, you may supplement the directions with your own explanations, but do not provide assistance with any specific test questions.

Formula Reference Sheets

Mathematics reference sheets are printed within the student test booklets at grades 7, 8, and 11. These references are provided at the beginning of each Mathematics testing session. Students may refer to these pages as needed throughout the administration of the Mathematics tests at grades 7, 8, and 11.

Science formula sheets are printed within the student test booklets at grades 8 and 11. These references are provided at the beginning of each Science testing session. Students may refer to these pages as needed throughout the administration of the Science tests at grades 8 and 11.

The Periodic Table of Elements is printed on the inside back cover of the student test booklets at grades 8 and 11. Students may refer to the Periodic Table of Elements as needed throughout the administration of the Science tests at grades 8 and 11.

Calculator Use

The SDDOE has approved the use of permissible calculators for students in all grade levels, including grade 3. Students may use permissible calculators throughout the Mathematics and Science testing sessions. Review the *Guidelines for Calculator Use* section prior to testing.

DIRECTIONS FOR ADMINISTERING

Complete Student Information Prior to Testing

Your Test Coordinator will provide you with specific instructions regarding the application of Pre-ID labels and/or pre-filling the student demographic information on the answer documents.

When pre-ID labels are provided and all information is correct, place the pre-ID label within the designated area on the demographic page. Corrections to preprinted information on the label are not permissible.

When information on the label is incorrect or placed incorrectly on the answer document, or if labels are not provided, the following sections of the student demographic information page must be completed by hand. It is strongly recommended that this information be completed by test administrators or teachers prior to test administration to enhance accuracy.

- **STUDENT NAME**—In Box 2, fill in the student's last name, first name, and middle initial, and then grid the appropriate letter below each box. Grid the blank bubble to indicate any spaces, hyphens, or apostrophes within names.
- **RACE/ETHNICITY**—In Box 3, grid one of the following:
 - Asian (AB)
 - Black, not Hispanic (BL)
 - Hispanic (HI)
 - American Indian or Alaskan Native (IN)
 - Native Hawaiian or Pacific Islander (PI)
 - White, not Hispanic (WH)
- **GENDER**—In Box 4, grid the appropriate bubble.
- **DATE OF BIRTH**—In Box 7, fill in and grid the month, day, and year of the student's birth.
- **STUDENT NUMBER**—In Box 8, fill in and grid the 9-digit student number. The SDDOE requires that all districts use the Student Information Management System (SIMS) number for each student.
- **FORM**—Box 10 should be completed by students in grades 4–8 and 11 when they receive their test materials. The Form number of the test booklet used throughout the testing session must be gridded on the answer document in order for the items to be scored correctly.

The following information should be completed by test administrators after testing:

- **CLASSIFICATION**—Box 5
- **SUBJECTS FOR ACCOMMODATIONS**—Box 6
- **TEACHER USE ONLY**—Box 9

DIRECTIONS FOR ADMINISTERING

Distribute Student Test Materials

Before administering the first testing session, read the following instructions to students:

SAY For the next few days, you will be taking the *Dakota STEP* test. This test is designed to show how much you have learned. I am going to give you your test materials. Do not open your booklets until I tell you what to do.

Distribute the test booklets in the order they are received/packaged. Students will use different forms of the test within the same classroom.

For students in grade 3

Distribute the grade 3 scorable test booklets and read the following instructions to students in grade 3 only. Keep one test booklet to use for demonstration.

SAY Print your name on the front cover of the test booklet in the Student Name box.

Point to the Student Name box on the test booklet that you are using for demonstration.

For students in grades 4–8 and 11

Distribute the test booklets and the answer documents and read the following instructions to students in grades 4–8 and 11. Keep one test booklet and answer document to use for demonstration.

SAY Print your name on the front cover of your test booklet and the back cover of your answer document in Box 1.

Point to the Student Name box on the test booklet and answer document that you are using for demonstration.

SAY Now look at the cover of your test booklet and find the form number

Point to the Form Number in the top right-hand corner of the test booklet you are using for demonstration.

SAY Next, look on the back of your answer document and find Box 10. Darken the circle next to the number of your test form. This allows your test to be scored properly.

Point to Box 10 on the answer document that you are using for demonstration.

You are now ready to begin the first testing session of the *Dakota STEP*. Proceed to the directions for administering the Reading, Mathematics, or Science subtest according to your testing schedule.

READING

Session 1

The Reading subtest is administered to students in grades 3–8 and 11. This subtest is to be administered in three sessions (the grade 11 Reading subtest is administered in two sessions), with a rest period of at least 10–15 minutes between sessions. Make sure that all desks are cleared of books and other materials that are not needed for the test, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser.

Before administering the Reading subtest, ensure that students have written their names on their test materials according to the *Distribute Student Test Materials* section.

Distribute the test materials and check to see that each student receives the test materials with his/her name on them.

SAY I am going to give you your test materials. Do not open your test booklets until I tell you what to do.

When all students have their test materials,

SAY Open your test booklet to page 3, Session 1 of the Reading subtest.

Make sure all students have the correct page showing.

SAY Turn the page and look at the directions and sample item as I read them aloud.

Read the directions and sample question aloud to the students from the test booklet. Ask students to select an answer and mark the corresponding bubble on their answer documents (or grade 3 test booklets). It is important that all students understand the mechanics of test taking. Remind students to record their answers with heavy, dark pencil marks in their answer documents (or grade 3 test booklets).

Please note that there are “stand-alone” questions at the beginning of Session 1 of the grades 3, 4, and 5 Reading subtest. These questions are not dependant on the student reading a particular passage.

Pause while students mark their answer to the sample question.

SAY You will have as much time as you need to work on this part of the test. You should keep working until you come to the word “STOP” at the end of Session 1. If you are not sure about the answer to a question, do the best you can, but don’t spend too much time on any one question. When you finish, you may check your work in Session 1 only. Do not go on to any other sessions.

Does everyone understand what to do?

Answer any questions.

SAY You may begin now.

READING

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question, erase changes completely, and that they continue working until they finish all of the questions in Session 1.

As students finish,

SAY If you have finished, raise your hand and I will collect your test materials. You may sit quietly or read if you wish. If you have not finished, please continue working.

Collect test materials as students finish the test session. As you collect test materials from students in grades 4–8 and 11, place their answer documents inside of their test booklets. Students who have finished may sit quietly and read until others have completed the test session. Once test materials have been collected, students are *not* allowed to have their test materials back to review or change any of their responses.

If testing is to continue, give the students a rest period of at least 10–15 minutes, and then continue with the directions for administering Session 2 of the Reading test. Store all test materials in a secure location until the next test session is administered.

Session 2

Make sure that all desks are cleared of books and other materials that are not needed for the test, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Distribute the test materials and check to see that each student receives the test materials with his/her name on them.

SAY I am going to give you your test materials. Do not open your test booklets until I tell you what to do.

When all students have their test materials,

SAY Open your test booklet to Session 2 of the Reading subtest.

Session 2 Page References			
Grade 3	Page 21	Grade 7	Page 21
Grade 4	Page 23	Grade 8	Page 27
Grade 5	Page 21	Grade 11	Page 27
Grade 6	Page 25		

Make sure all students have the correct page showing.

READING

SAY Continue to read each passage and then answer the questions about the passage. Keep working until you come to the end of Session 2 where you see the word “STOP.” When you finish, you may check your work in Session 2 only. Do not go back to the first session or go on to any other sessions. Does everyone understand what to do?

Answer any questions the students have.

SAY You will have as much time as you need to work on this part of the test. If you are not sure about the answer to a question, do the best you can, but don’t spend too much time on any one question. You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question, erase changes completely, and that they continue working until they finish all of the questions in Session 2.

As students finish,

SAY If you have finished, raise your hand and I will collect your test materials. You may sit quietly or read if you wish. If you have not finished, please continue working.

Collect test materials as students finish the test session. As you collect test materials from students in grades 4–8 and 11, place their answer documents inside of their test booklets. Students who have finished may sit quietly and read until others have completed the test session. Once test materials have been collected, students are *not* allowed to have their test materials back to review or change any of their responses.

If testing is to continue, give the students a rest period of at least 10–15 minutes, and then continue with the directions for administering Session 3 of the Reading subtest. Store all test materials in a secure location until the next test session is administered. This concludes the grade 11 Reading test.

Session 3

Make sure that all desks are cleared of books and other materials that are not needed for the test, and that each student has two sharpened soft-lead (No. 2) pencils and an eraser. Distribute the test materials and check to see that each student receives the test materials with his/her name on them.

SAY I am going to give you your test materials. Do not open your test booklets until I tell you what to do.

When all students have their test materials,

READING

SAY Open your test booklet to Session 3 of the Reading subtest.

Session 3 Page References			
Grade 3	Page 39	Grade 6	Page 45
Grade 4	Page 39	Grade 7	Page 39
Grade 5	Page 39	Grade 8	Page 47

Make sure all students have the correct page showing.

SAY Continue to read each passage and then answer the questions about the passage. Keep working until you come to the end of Session 3 where you see the word “STOP.” When you finish, you may check your work in Session 3 only. Do not go back to the first or second sessions or go on to any other session. Does everyone understand what to do?

Answer any questions the students have.

SAY You will have as much time as you need to work on this part of the test. If you are not sure about the answer to a question, do the best you can, but don’t spend too much time on any one question. You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question, erase changes completely, and that they continue working until they finish the questions in Session 3.

As students finish,

SAY If you have finished, raise your hand and I will collect your test materials. You may sit quietly or read if you wish. If you have not finished, please continue working.

Collect test materials as students finish the test session. As you collect test materials from students in grades 4–8, place their answer documents inside of their test booklets. Students who have finished may sit quietly and read until others have completed the test session. Once test materials have been collected, students are *not* allowed to have their test materials back to review or change any of their responses.

Store all test materials in a secure location until the next test is administered. If this is the last test administered, prepare all materials for return to your Test Coordinator.

MATHEMATICS

Session 1

The Mathematics subtest is administered to students in grades 3–8 and 11. This subtest is to be administered in three sessions, with a rest period of at least 10–15 minutes between sessions. Before administering the Mathematics subtest, ensure that students have written their names on their test materials according to the *Distribute Student Test Materials* section.

Make sure that all desks are cleared of books and other materials that are not needed for the test, and that each student has two sharpened soft-lead (No. 2) pencils, an eraser, and a working calculator.

SAY I am going to give you your test materials. Do not open your test booklets until I tell you what to do.

Distribute the test materials and check to see that each student receives the test materials with his/her name on them. Distribute the scratch paper and paper rulers. When all students have their test materials,

SAY Open your test booklet to Session 1 of the Mathematics subtest.

Session 1 Page References			
Grade 3	Page 57	Grade 7	Page 57
Grade 4	Page 57	Grade 8	Page 69
Grade 5	Page 53	Grade 11	Page 53
Grade 6	Page 61		

Make sure all students have the correct page showing.

SAY Turn the page and look at the directions and sample item as I read them aloud.

Read the directions and sample question aloud to the students from the test booklet. Ask students to select an answer and mark the corresponding bubble on their answer documents (or grade 3 test booklets). It is important that all students understand the mechanics of test taking.

SAY The correct answer is B. Mark the letter “B” in the space provided for the sample question.

Pause while students mark their answers to the sample question.

Remind students to record their answers with heavy, dark pencil marks in their answer documents (or grade 3 test booklets). Remind grades 7, 8, and 11 students that they may refer to the list of formulas at the beginning of the test session.

SAY You will have as much time as you need to work on this part of the test. If you are not sure about an answer, do the best you can, but do not spend too much time on any one question. You may use your calculator, ruler, and scratch paper for working the problems or doing any necessary computations.

MATHEMATICS

Continue working until you come to the end of Session 1, where you see the word “STOP” at the bottom of the page. Once you finish, you may check your work in Session 1 only. Do not go on to any other sections of the test. Does everyone understand what to do?

After any questions have been answered,

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question, erase changes completely, and that they continue working until they finish the questions in Session 1.

As students finish,

SAY If you have finished, raise your hand and I will collect your test materials. You may sit quietly or read if you wish. If you have not finished, please continue working.

Collect test materials as students finish the test session. As you collect test materials from students in grades 4–8 and 11, place their answer documents inside of their test booklets. Students who have finished may sit quietly and read until others have completed the test session. Once test materials have been collected, students are not allowed to have their test materials back to review or change any of their responses. Collect and discard all scratch paper used by students during the test session.

If testing is to continue, give the students a rest period of at least 10–15 minutes, and then continue with the directions for administering Session 2 of the Mathematics subtest. Store all test materials in a secure location until the next test session is administered.

Session 2

Make sure that all desks are cleared of books and other materials that are not needed for the test, and that each student has two sharpened soft-lead (No. 2) pencils, an eraser, and a working calculator.

SAY I am going to give you your test materials. Do not open your test booklets until I tell you what to do.

Distribute the test materials and check to see that each student receives the test materials with his/her name on them. Distribute the scratch paper and paper rulers. When all students have their test materials,

SAY Open your test booklet to Session 2 of the Mathematics subtest.

Session 2 Page References			
Grade 3	Page 73	Grade 7	Page 73
Grade 4	Page 75	Grade 8	Page 85
Grade 5	Page 67	Grade 11	Page 69
Grade 6	Page 77		

MATHEMATICS

Make sure all students have the correct page showing.

SAY Continue to answer the questions and work the problems in your test booklet. Keep working until you come to the end of Session 2 where you see the word “STOP.” When you finish, you may check your work in Session 2 only. Do not go back to the first session or go on to any other sessions.

Remind students to record their answers with heavy, dark pencil marks in their answer documents (or grade 3 test booklets). Remind grades 7, 8, and 11 students that they may refer to the list of formulas at the beginning of the test session.

SAY Does everyone understand what to do?

Answer any questions the students have.

SAY You will have as much time as you need to work on this part of the test. If you are not sure about the answer to a question, do the best you can, but don’t spend too much time on any one question. You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question, erase changes completely, and that they continue working until they finish all of the questions in Session 2.

As students finish,

SAY If you have finished, raise your hand and I will collect your test materials. You may sit quietly or read if you wish. If you have not finished, please continue working.

Collect test materials as students finish the test session. As you collect test materials from students in grades 4–8 and 11, place their answer documents inside of their test booklets. Students who have finished may sit quietly and read until others have completed the test session. Once test materials have been collected, students are not allowed to have their test materials back to review or change any of their responses. Collect and discard all scratch paper used by students during the test session.

If testing is to continue, give the students a rest period of at least 10–15 minutes, and then continue with the directions for administering Session 3 of the Mathematics subtest. Store all test materials in a secure location until the next test session is administered.

Session 3

Make sure that all desks are cleared of books and other materials that are not needed for the test, and that each student has two sharpened soft-lead (No. 2) pencils, an eraser, and a working calculator.

SAY I am going to give you your test materials. Do not open your test booklets until I tell you what to do.

MATHEMATICS

Distribute the test materials and check to see that each student receives the test materials with his/her name on them. Distribute the scratch paper and paper rulers. When all students have their test materials,

SAY Open your test booklet to Session 3 of the Mathematics subtest.

Session 3 Page References			
Grade 3	Page 91	Grade 7	Page 87
Grade 4	Page 89	Grade 8	Page 101
Grade 5	Page 85	Grade 11	Page 87
Grade 6	Page 93		

Make sure all students have the correct page showing.

SAY Continue to answer the questions and work the problems in your test booklet. Keep working until you come to the end of Session 3 where you see the word “STOP.” When you finish, you may check your work in Session 3 only. Do not go back to the first or second sessions or go on to any other session.

Remind students to record their answers with heavy, dark pencil marks in their answer documents (or grade 3 test booklets). Remind grades 7, 8, and 11 students that they may refer to the list of formulas at the beginning of the test session.

SAY Does everyone understand what to do?

Answer any questions the students have.

SAY You will have as much time as you need to work on this part of the test. If you are not sure about the answer to a question, do the best you can, but don’t spend too much time on any one question. You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question, erase changes completely, and that they continue working until they finish all of the questions in Session 3.

As students finish,

SAY If you have finished, raise your hand and I will collect your test materials. You may sit quietly or read if you wish. If you have not finished, please continue working.

Collect test materials as students finish the test session. As you collect test materials from students in grades 4–8 and 11, place their answer documents inside of their test booklets. Students who have finished may sit quietly and read until others have completed the test session. Once test materials have been collected, students are not allowed to have their test materials back to review or change any of their responses. Collect and discard all scratch paper used by students during the test session.

Store all test materials in a secure location until the next test session is administered. If this is the last test administered, prepare all materials for return to your Test Coordinator.

SCIENCE

Session 1

The Science subtest is administered to students in grades 5, 8, and 11 only. This subtest is to be administered in three sessions, with a rest period of at least 10–15 minutes between sessions. Before administering the Science subtest, ensure that students have written their names on their test materials according to the *Distribute Student Test Materials* section. Make sure that all desks are cleared of books and other materials that are not needed for the test, and that each student has two sharpened soft-lead (No. 2) pencils, an eraser, and a working calculator.

SAY I am going to give you your test materials. Do not open your test booklets until I tell you what to do.

Distribute the test materials and check to see that each student receives the test materials with his/her name on them. Distribute scratch paper to students. When all students have their test materials,

SAY Open your test booklet to Session 1 of the Science subtest.

Session 1 Page References	
Grade 5	Page 99
Grade 8	Page 113
Grade 11	Page 103

Make sure all students have the correct page showing.

SAY Turn the page and look at the directions and sample item as I read them aloud.

Read the directions and sample question aloud to the students from the test booklet. Ask students to select an answer and mark the corresponding bubble on their answer document. It is important that all students understand the mechanics of test taking.

SAY The correct answer is B. Mark the letter “B” in the space provided for the sample question on your answer document.

Pause while students mark their answers to the sample question.

Remind students to record their answers with heavy, dark pencil marks in their answer documents. Remind grade 8 and 11 students that they may refer to the list of formulas at the beginning of the test session and the Periodic Table of Elements on the test booklet inside back cover.

SAY You will have as much time as you need to work on this part of the test. If you are not sure about an answer, do the best you can, but do not spend too much time on any one question. You may use your calculator and scratch paper for any necessary computations.

SCIENCE

Continue working until you come to the end of Session 1, where you see the word “STOP” at the bottom of the page. Once you finish, you may check your work in Session 1 only. Do not go on to any other sections of the test. Does everyone understand what to do?

After any questions have been answered,

SAY You may begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question, erase changes completely, and that they continue working until they finish the questions in Session 1.

As students finish,

SAY If you have finished, raise your hand and I will collect your test materials. You may sit quietly or read if you wish. If you have not finished, please continue working.

Collect test materials as students finish the test session. As you collect test materials from students in grades 5, 8, and 11, place their answer documents inside of their test booklets.

Students who have finished may sit quietly and read until others have completed the test session. Once test materials have been collected, students are not allowed to have their test materials back to review or change any of their responses. Collect and discard all scratch paper used by students during the test session. If testing is to continue, give the students a rest period of at least 10–15 minutes, and then continue with the directions for administering Session 2 of the Science subtest. Store all test materials in a secure location until the next test session is administered.

Session 2

Make sure that all desks are cleared of books and other materials that are not needed for the test, and that each student has two sharpened soft-lead (No. 2) pencils, an eraser, and a working calculator.

SAY I am going to give you your test materials. Do not open your test booklets until I tell you what to do.

Distribute the test materials and check to see that each student receives the test materials with his/her name on them. Distribute the scratch paper. When all students have their test materials,

SAY Open your test booklet to Session 2 of the Science subtest.

Session 2 Page References	
Grade 5	Page 113
Grade 8	Page 127
Grade 11	Page 117

SCIENCE

Make sure all students have the correct page showing.

SAY Continue to answer the questions and work the problems in your test booklet. Keep working until you come to the end of Session 2 where you see the word "STOP." When you finish, you may check your work in Session 2 only. Do not go back to the first session or go on to any other sessions.

Remind students to record their answers with heavy, dark pencil marks in their answer documents. Remind grade 8 and 11 students that they may refer to the list of formulas at the beginning of the test session and the Periodic Table of Elements on the test booklet inside back cover.

SAY Does everyone understand what to do?

Answer any questions the students have.

SAY You will have as much time as you need to work on this part of the test. If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question, erase changes completely, and that they continue working until they finish all of the questions in Session 2.

As students finish,

SAY If you have finished, raise your hand and I will collect your test materials. You may sit quietly or read if you wish. If you have not finished, please continue working.

Collect test materials as students finish the test session. As you collect test materials from students in grades 5, 8, and 11, place their answer documents inside of their test booklets. Students who have finished may sit quietly and read until others have completed the test session. Once test materials have been collected, students are not allowed to have their test materials back to review or change any of their responses. Collect and discard all scratch paper used by students during the test session.

If testing is to continue, give the students a rest period of at least 10–15 minutes, and then continue with the directions for administering Session 3 of the Science subtest. Store all test materials in a secure location until the next test session is administered.

Session 3

Make sure that all desks are cleared of books and other materials that are not needed for the test, and that each student has two sharpened soft-lead (No. 2) pencils, an eraser, and a working calculator.

SAY I am going to give you your test materials. Do not open your test booklets until I tell you what to do.

SCIENCE

Distribute the test materials and check to see that each student receives the test materials with his/her name on them. Distribute the scratch paper. When all students have their test materials,

SAY Open your test booklet to Session 3 of the Science subtest.

Session 3 Page References	
Grade 5	Page 127
Grade 8	Page 139
Grade 11	Page 129

Make sure all students have the correct page showing.

SAY Continue to answer the questions and work the problems in your test booklet. Keep working until you come to the end of Session 3 where you see the word "STOP." When you finish, you may check your work in Session 3 only. Do not go back to any other sessions.

Remind students to record their answers with heavy, dark pencil marks in their answer documents. Remind grade 8 and 11 students that they may refer to the list of formulas at the beginning of the test session and the Periodic Table of Elements on the test booklet inside back cover.

SAY Does everyone understand what to do?

Answer any questions the students have.

SAY You will have as much time as you need to work on this part of the test. If you are not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. You may turn the page and begin working now.

While students are working, walk around the room to make sure that they are following directions and marking their answers correctly. Check to see that students mark only one answer for each question, erase changes completely, and that they continue working until they finish all of the questions in Session 3.

As students finish,

SAY If you have finished, raise your hand and I will collect your test materials. You may sit quietly or read if you wish. If you have not finished, please continue working.

Collect test materials as students finish the test session. As you collect test materials from students in grades 5, 8, and 11, place their answer documents inside of their test booklets. Students who have finished may sit quietly and read until others have completed the test session. Once test materials have been collected, students are not allowed to have their test materials back to review or change any of their responses. Collect and discard all scratch paper used by students during the test session.

Store all test materials in a secure location until the next test session is administered. If this is the last test administered, prepare all materials for return to your Test Coordinator.

AFTER TESTING

Inspect and Organize Test Materials

Separate all answer documents from the test booklets. (Grade 3 scorable student test booklets are considered students' answer documents.) Careful inspection of the students' answer documents will help prevent scoring delays. After each testing session and at the end of the final testing session, you must make sure that the answer documents are undamaged and complete and that they contain all appropriate student identification information.

Inspect all answer documents for improper marks. All marks to be read by the scanners must be very dark. Marks made with ballpoint pens, felt-tipped pens, or hard or colored pencils will not be scanned properly. Darken all light marks with a soft-lead (No. 2) pencil. Check the answer sections for all subject areas. Stray marks must be completely erased. Scanning machines are extremely sensitive and can sometimes pick up stray marks and incomplete erasures as intended responses. When a student has made a change, make sure that the unwanted response is completely erased. Remove any loose sheets of paper.

Inspect answer documents for damage. No tape, staples, paper clips, or other foreign objects or substances can be on the answer documents. Answer documents that are not in good physical condition (bent corners, folds, or wrinkles) cannot be scanned by electronic machines. If such an answer document is found, transcribe the student's multiple-choice answers and demographic page information to a blank answer document.

Complete Demographic Page Information

Complete Boxes 5 and 6 for special populations. Test Administrators should complete Box 5, "CLASSIFICATION," and Box 6, "SUBJECTS FOR ACCOMMODATIONS," following the administration of the *Dakota STEP* according to the Accommodations for Special Populations chart on page 10 of this manual.

5 CLASSIFICATION		
504	IEP	LEP
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6 SUBJECTS FOR ACCOMMODATIONS		
READING	MATHEMATICS	SCIENCE
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12
13	13	13
14	14	14
15	15	15
16	16	16
17	17	17
18	18	18
19	19	19
20	20	20

AFTER TESTING

Complete Box 9, “Teacher Use Only,” if the student was unable to participate in or complete the Reading, Mathematics, or Science subtests for any the following reasons:

- A Health Reasons
- B Parent/Guardian Refusal
- C Other

9 TEACHER USE ONLY			
Reading	(A)	(B)	(C)
Mathematics	(A)	(B)	(C)
Science	(A)	(B)	(C)

If “Other” is selected, a *Test Irregularity Form* must be completed and submitted to your Test Coordinator with complete documentation as to why the student was unable to participate in or complete the test.

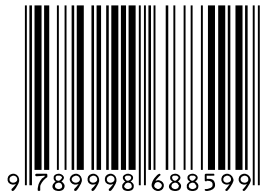
Return ALL Test Materials

Once you have paper-banded the student answer documents, collect all used and unused test booklets (including any large-print and/or Braille versions) and return ALL test materials to your Test Coordinator.





ISBN 999-8688-59-0



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